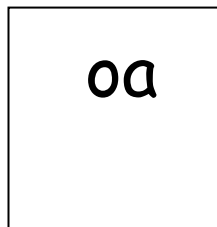


## Trigger Cards

For each new phoneme, the pupil creates their card with the phoneme on one side and their picture of an object they have thought of, either beginning with or containing the focus phoneme, on the reverse side.

Trigger cards can also be made for whole words using the same method. The picture on the reverse side illustrates the word chosen.



## Trigger card activities

### Keyring of cards

The cards can be kept on a key ring or treasury tag and used by the pupil as an aid for their class work. The pupil can also use them to correct/edit their work after the teacher has noted (with a dot or other mark) any incorrectly spelt whole words and/or words containing learnt phonemes.

School staff can use the keyring words or phonemes to encourage the child to read the cards through several times a day. This 'drilling' helps word recognition become automatic. The second set of key ring cards could go home for the pupil to read to parents for additional practice.



### Multisensory word cards

Use glitter, glue, coloured sand etc. to make raised outlines of the words or phonemes on cards. The pupil can trace the outline as they read.



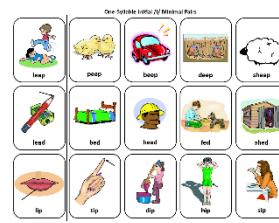
## Word cards for words which cannot be sounded out

Make individual word cards with the pupil for words that cannot be sounded out easily. Tell them the word if they do not know it and help them think of ways to remember it:

- *There is a 'hen' in 'when' and 'cluck, cluck.'*
- Look for a word within words like the word '**ant**' in the word '**want**' and draw some little legs on the 'ant' part to help your pupil remember.
- Use as flash cards - hold up the card, if your pupil can read the word, they take the card. If they cannot put it to the back of the pile so they can come back to it at the end. If at the end they still cannot recognise it, tell them the word. Remind them of the things you talked about to help them remember the word when you started the activity.

## Games using the cards

- Snap - Shuffle the cards, deal them between two players, and take in turns putting down a card, saying the word as you do so. If two cards are the same, shout 'Snap!'
- Pairs (word matching) - Cut up both sets of words and lay them face down. Take turns turning over two cards and reading them. If they are the same word, keep the pair. The player with the most pairs is the winner. This also helps develop memory skills.
- Bingo - For this, you will need to copy the sheet so there are two grids of words and two sets of individual words. Each player has a copy of the grid, make one pile of the individual words. Take in turns picking up a card and reading it then placing it on the board. The first player to complete their board is the winner.
- Word dominoes
- Buried Treasure (see 'Letters and Sounds' resources)
- Four in a row



## Sentence Making

Use the word cards to make sentences. Initially, you could do this for your pupil with one set of words and they could match the sentence underneath using a second set of words. As they become more confident, they could make their sentence. Use cards to make a **silly sentence** by spreading the word cards out face down. Pick three cards and turn them face up and say the words as they are turned up. Now try and make up a silly sentence that includes all three words on the cards.



## Speed challenge

With words, pupils are becoming more familiar with setting a speed challenge. How quickly can they say all the words as you show them each card in turn? Muddle up the words regularly so that they do not just remember the sequence of words you are showing them. You could use silly voices for each word.